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**PSYCHOEDUCATION ON THE IMPACT OF BULLYING ON STUDENTS  
MENTAL HEALTH**

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**ABSTRACT**

*Adolescence is a time when adolescents are in the stage of self-discovery. So that adolescents at this stage can be said that they are experiencing an identity crisis. In this process of self-discovery, some adolescents experience various problems caused by low emotional regulation, deviant behavior, like to explore or try new things in a negative context, and tend to do activities in groups. There are several groups of teenagers who in the process of finding their identity do negative things such as getting involved in arguments, bullying, making fun of and mocking friends or other groups. Bullying behavior can be prevented by providing students with a basic understanding of bullying and its effects or consequences. In this case, psychoeducation is needed as a form of intervention carried out by schools to provide an understanding of bullying. This article uses the PRISMA (Preferred Reporting Items for Systematic review and Meta-Analysis Protocols) method to obtain articles that match the criteria.*

Keywords: Bullying, Mental Health, Psychoeducation

### **INTRODUCTION**

Adolescence begins when the age of 12 to 20 years old, which at that age is a transitional period between childhood and adulthood. According to Erikson (dalam Irwanti & Haq, 2023) adolescence is a period where they are in a stage of self-discovery, so it can be said that they are in a state of identity crisis. This certainly causes several problems in the process of identity search, such as low emotional regulation, deviant behavior, love to explore or try new things in a negative context, and tend to do activities in groups. There are several groups of teenagers who in the process of finding their identity do negative things such as getting involved in arguments, bullying, making fun of and mocking friends or other groups.

Bullying is an act committed by individuals or groups either verbally, physically or psychologically to oppress or disturb weak people, so that the victim feels depressed and traumatized (Cholilah & Prafitralia, 2023). Bullying is an act committed by individuals or groups either verbally, physically or psychologically to oppress or disturb weak people, so that the victim feels depressed and traumatized (KPAI, 2023) there were 2,355 cases of violations that occurred to children. From this data, there were 87 cases of bullying, children who were victims of physical or psychological violence in 236 cases, children who were victims of sexual violence in 487 cases and many other cases. So, it can be concluded that bullying cases still occur frequently in schools.

Bullying is a serious problem that can cause adverse effects on students' mental health. Both perpetrators, victims, and witnesses of bullying may experience various negative effects. Bullying has a negative impact on victims, both physically and mentally. Victims of bullying will experience mental health disorders, such as lack of self-confidence, anti-social behavior, poor learning outcomes, and trauma (Windy & Bintang, 2024). The negative impact is not only experienced by victims of bullying, but also by witnesses when bullying occurs. These impacts are feeling threatened and worried if they will become the next victim, decreased achievement, lack of focus in learning, and experiencing emotional distress. While the negative impacts felt for the perpetrators are difficulties in being accepted in society, the potential to engage in criminal behavior, negative personality development, and facing social problems. To prevent bullying, intervention is needed for the perpetrators.

Bullying behavior can be prevented by providing students with a basic understanding of bullying and its effects or consequences. In this case, psychoeducation is needed as a form of intervention carried out by schools to provide this understanding (Iswan & Royanto, 2019). Psychoeducation is a form of effort in helping individuals or groups as a preventive effort carried out in groups (Supratiknya, 2011). School is the second environment after family where students can develop social and emotional intelligence through interactions with peers. Of course, positive interactions in the school environment will have a good impact on students' mental well-being.

### **METHOD**

This article uses the PRISMA (Preferred Reporting Items for Systematic review and Meta-Analysis Protocols) method to obtain articles that fit the criteria. Data searches were conducted through Google

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Scholar using the keywords: mental health, psychoeducation, impact of bullying. The time range used was around 2022-2024. By using this method, there are stages in identifying articles that will be used according to keywords. The following are the stages in identifying articles using the PRISMA method (Preferred Reporting Items for Systematic reviews and Meta-Analysis Protocols):

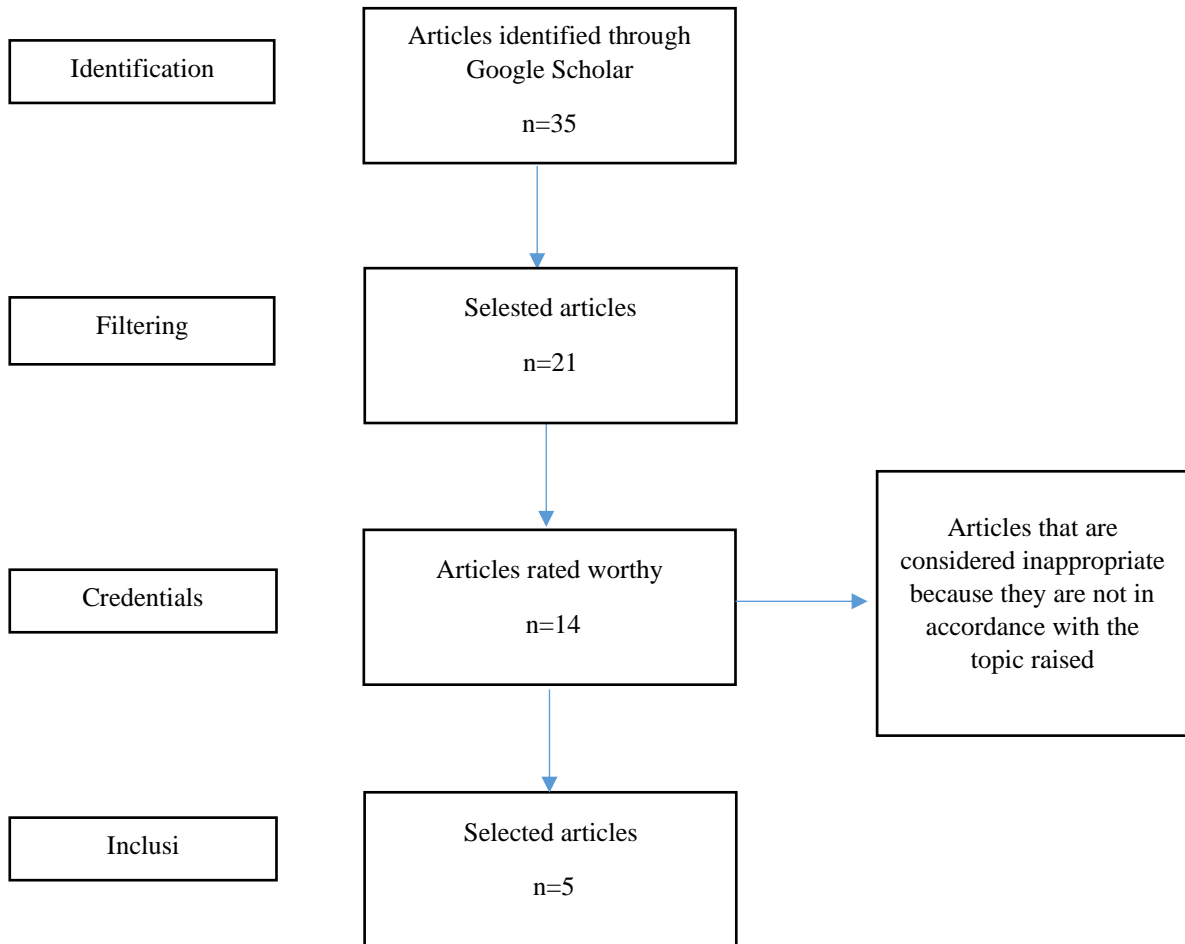


Figure 1. Literature Search Flow

## RESULT AND DISCUSSION

### RESULT

Table 1 Literature Review

Author Name, Article Title, Type of Literature	Year	Purpose	Findings
(Blasius Perang & Ria Sakinah Waji, 2023) Psikoedukasi Tentang Bullying Pada Siswa dan Siswi SD Frater Thamrin Makassar, Pre-test	2023	To determine the effect of psychoeducational	The provision of psychoeducation in the form of lectures is expected to make students aware of

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Post-test, Lecture, Question-Answer, and Game Methods. intervention on bullying, its forms, dangers and how to overcome it. bullying.

(Oktariani et al., 2022) Pemberian Psikoedukasi Dampak Cyberbullying Terhadap Kesehatan Mental Pada Siswa, Pre Experimental Pretest Dan Post-Test.	2022	To determine the impact of cyberbullying through psychoeducational intervention on students' mental health.	The effect of providing the intervention on the impact of cyberbullying showed an increase in the score of 3.7 points although it was not significant and the increase in the score was not significant, it was estimated that it was due to participants who were tired of participating in this psychoeducational activity. And in general, participants can increase knowledge and skills about how to with the concept of forgiveness therapy.
(Suswati, 2024) Psikoedukasi Berbasis Sekolah Untuk Meningkatkan Literasi Kesehatan Mental Guru Dalam Pencegahan Masalah Kesehatan Mental Remaja, Metode Kombinasi: Metode Ceramah, Diskusi Tanya Jawab, dan Sharing.	2024	Assessing the effect of school-based psychoeducational interventions to prevent mental health problems.	The effect of providing school-based psychoeducation intervention showed an increase in the mean score of mental health literacy in teachers before and after being given psychoeducation from 68 points to 81 points. and showed that teachers who participated in the activity were very enthusiastic and showed a desire to get more information about adolescent mental health.
(Vestalia et al., 2022) Upaya Pencegahan Perilaku Bullying Pada	2022	This psychoeducation service program is	The results of psychoeducation showed

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Siswa SMA “XYZ” Melalui Kegiatan Psikoedukasi, Qualitative Pre-Test, Post-Test.		expected to assist that students had an	students in preventing increased understanding of and overcoming bullying behavior and an understanding of how to prevent bullying behavior.
(Dinda et al., 2023) 2023 Psychoeducational Services As An Effort To Prevent Bullying In Teenagers, Literature Study Research.		Determine the effect of providing psychoeducational services in an effort to increase understanding and prevention of bullying behavior among adolescents.	The result of psychoeducation services are effective or useful for preventing bullying behavior in adolescents and adolescents can experience increased understanding and awareness of the dangers of bullying, so that adolescents can stay away from bullying behavior.

Based on the analysis of the literature review, it was found that in general, psychoeducational actions regarding the impact of bullying through various ways and methods can improve the mental health of students who experience mental problems because they have been bullied by peers or students who are perpetrators or third parties to bullying behavior. In a combination technique study conducted by (Blasius Perang & Ria Sakinah Waji, 2023) involving 210 participants who attended psychoeducational interventions for students of SD Frater Thamrin Makassar with lecture, question and answer, and game methods for approximately two hours. The results showed that the provision of psychoeducation in the form of lectures is expected to make students aware of bullying, its forms, its dangers, and how to overcome it.

Pre-experimental pretest and post-test research conducted by (Oktariani et al., 2022) involving junior and senior high school students of IT Ali bin Abi Talib who attended as participants by providing psychoeducation on the impact of cyberbullying on mental health in students using lecture and question and answer methods showed an increase in scores by 3.7 points even though it was not significant and the increase in scores was not significant, because the participants were already tired in participating in this psychoeducation activity. In a combination technique study conducted by (Suswati, 2024) found an increase in the average score of mental health literacy in teachers before and after being given school-based psychoeducation from 68 points to 81 points.

(Vestalia et al., 2022), using qualitative pre-test, post-test research on 101 respondents found that the effect of the intervention reduced bullying actions to be given psychoeducation. Then another pre experimental pre-test and post-test study conducted by (Oktariani et al., 2022), noted that the provision of psychoeducation on the impact of cyberbullying on mental health on students had an increased understanding of bullying behavior and understood how to prevent bullying behavior so that students could maintain good ethics in cyberspace.

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The results of psychoeducation research in this systematic review consist of five journals from several national journals and international proceeding in this year and the previous year. The year 2024 is represented by (Suswati, 2024). Then in 2023 it was represented by (Blasius Perang & Ria Sakinah Waji, 2023) and (Dinda et al., 2023). Sedangkan tahun 2022 diwakilkan oleh (Vestalia et al., 2022), dan (Oktariani et al., 2022). All of these studies used a psychoeducational intervention service program with a combination method which all showed a significant improvement effect but with some differences in the timing of the delivery of the intervention, the mixed psychoeducational model, and the measurement or evaluation time of the intervention results.

(Blasius Perang & Ria Sakinah Waji, 2023) conducted her research at Frater Thamrin Elementary School Makassar to 210 students using the lecture method for approximately two hours which was divided into three sessions, namely the lecture method in the form of powerpoints related to the definition of bullying, types of bullying, causes of bullying, the dangers of bullying behavior and, assertive behavior to prevent bullying and how to deliver it is entertaining and interspersed with videos and funny stories. Then continued with questions and answers for students who do not understand related to bullying behavior. And the last session is a game session for all participants involved in order to create a relaxed but serious atmosphere.

The pre-experimental research method conducted by (Oktariani et al., 2022) involved junior and senior high school students of IT Ali bin Abi Talib as respondents where all students would attend psychoeducational activities consisting of two sessions of activities, the first session providing psychoeducation about cyberbullying, types of bullying and also forms of cyberbullying and the psychological impact caused by cyberbullying. Then in the second session, a 75-minute question and answer session related to the material presented was conducted to teach and recognize how to apply forgiveness therapy for victims of the effects of providing cyberbullying psychoeducational interventions.

(Suswati, 2024) conducted her research at MTs Al Azhar by involving 25 teachers who served at the school and only 15 people attended because they were busy with their student teaching obligations. The psychoeducation model used is school-based where teachers will be given an evaluation through filling out a mental health knowledge questionnaire of 15 questions. The evaluation was conducted before and right after the intervention with significantly improved results.

The next research conducted by (Vestalia et al., 2022) involved 71 students who had experienced bullying. The purpose of her research is to help students prevent and overcome bullying in a theory-based school environment. This study used a pre-test research model by filling out a Problem Checklist (DCM) questionnaire used in its measurement where it was found that many students were victims of bullying in class, and there were even some students who were the perpetrators of bullying.

(Dinda et al., 2023) analyzed the effect of providing psychoeducational services in an effort to increase understanding and prevention of bullying behavior among adolescents involving several journals or articles regarding psychoeducational services carried out as an effort to prevent bullying behavior in adolescents. The results obtained from this study indicate that the provision of psychoeducational services is effective or also useful in efforts to increase understanding and prevention of bullying behavior in adolescents.

### DISCUSSION

This systematic review aims to identify, select, assess, and incorporate research evidence on the effect of combining or integrating psychoeducational interventions on the impact of bullying on students' mental health and the types of psychoeducational combinations, duration, and timing of mental health measurements. Participants in the (Blasius Perang & Ria Sakinah Waji, 2023) study will be approached through lecture, question and answer and game methods on March 17, 2023. This research was conducted by the team and assisted by teachers at SD Frater Thamrin Makassar. Then before conducting the intervention, students and female students were given a pre-test related to the initial knowledge of students and female students which included what are the forms of bullying, what do you know about cyberbullying, what are the actions of cyberbullying that you know, how do you overcome cyberbullying. From the questions in the pre-test, not many questions were answered well by students and students so it can be said that they do not know what bullying is and its types. Factors that influence or target the intervention are knowledge and views to help respondents to provide an understanding of bullying as a form of support from the team and teachers to move on. In the first session, material related to bullying and its types will be presented either at school or outside school using powerpoint media. After that, the next session is a discussion and question and answer session which aims to understand students and students who do not understand bullying behavior and its types so that they can act assertively and remain confident and face bullying boldly in their daily lives.

Different from (Blasius Perang & Ria Sakinah Waji, 2023); (Suswati, 2024) focuses on using school-based psychoeducation which has the main focus of measuring the level of mental health literacy of teachers in preventing adolescent mental health problems using the mental health knowledge questionnaire. The reason why researchers measure the mental health literacy level of students including teachers is that frequent mental health disorders can cause serious threats to students' lives in the future. The package of psychological intervention in this study includes psychoeducation, training, and evaluation. All participants will be provided with an intense mental health psychoeducation for approximately 105 minutes or the equivalent of one hour and 45 minutes. During this time, participants will be given a pre-test and post-test of the mental health knowledge questionnaire. Research by (Dinda et al., 2023) ) using psychoeducational interventions through the results of the analysis in this study of several journals or articles related to this psychoeducational service concluded that this psychoeducational service is effective or useful for preventing bullying behavior in adolescents.

Research from (Oktariani et al., 2022) with pre-test and post-test methods involving all respondents. Participants will attend the psychoeducation activity event for approximately 75 minutes or the equivalent of one hour and 15 minutes. Where in its implementation it consists of two activity sessions including psychoeducation sessions on cyberbullying and question and answer sessions. Another study conducted by (Vestalia et al., 2022) involved 101 respondents and 71 respondents who were identified as having experienced bullying, so that all respondents were invited to attend psychoeducation activities. This activity is an activity that begins with developing a Service Implementation Plan (RPL) which in its preparation has been discussed with the BK Teacher at SMA "XYZ" Bengkulu to help students prevent and overcome

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bullying in the school environment. There are three stages of activity, namely opening, core, and closing. Where in the opening stage, respondents will be given a pre-test sheet to determine the level of initial understanding of students related to bullying behavior. Then at the core stage, material will be provided related to the definition of bullying, the impact of bullying behavior, and how to prevent bullying behavior followed by discussion, question and answer, and the provision of an Immediate Assessment Sheet (LAISEG) to see how effective the psychoeducation activities that have been provided, suggestions, and input for similar activities in the future. And the last stage is closing which includes a closing greeting, thank you, and closing prayer to end the activity and give appreciation to students who have been present to participate in the activity.

Broadly speaking, the application of interventions through psychoeducation with several variants in its delivery including the use of lecture methods assisted by power points, discussions, questions and answers, and others requires follow-up sessions to maintain the positive effects of psychoeducational interventions. In line with the research of (El Fatah et al., 2022) who found the effects of a psychoeducational service intervention for teachers related to the prevention of bullying behavior among secondary school students on about 60 teachers selected from two willing secondary schools. The five journals selected in this systematic review all provided intervention sessions through various methods. Before conducting psychoeducation, it should be necessary to prepare students or respondents of the intervention group (Vestalia et al., 2022) so that students or respondents are ready to receive the intervention including follow-up activities that will be provided after the core activities. In line with (Istiqomah & Hidayati, 2020) there is a change in understanding related to bullying behavior through the use of commitment contracts because participation in the contract will be routinely carried out once a month at school informally which will then slowly involve students as a task force to prevent bullying behavior.

The most important thing to note, especially for students who are identified as experiencing bullying, is that psychoeducation must pay attention and consider the conditions of the students, although it was found that providing this psychoeducational intervention over a long period of time for students, even once a month in a row, was able to have a significant improvement effect. Another important thing is the intrapersonal communication between students and parents regarding clarity in the intervention time contract. Psychoeducation is provided generally for a duration of once a month with follow-up sessions after the intervention activities are completed.

The timing of mental health measurement after psychoeducation intervention is important to measure students' psychological responses to gain insight and knowledge regarding its overall impact and benefits. This is evidenced by the research of (Vestalia et al., 2022) who obtained significant effectiveness of the intervention from the posttest value showing a value of 81.76 with the lowest value of 50 and the highest value of 100 on the measurement or evaluation.

The evaluation tools used in the five journals discussed include the mental health knowledge scale post-test, the Immediate Assessment Sheet (LAISEG) related to bullying behavior, and other post-tests related to bullying on mental health. However, the author highlights the evaluation tool of the Immediate Assessment Sheet (LAISEG) related to bullying behavior used in (Vestalia et al., 2022) where the results of her research showed a positive impression obtained by students from psychoeducation activities. For



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example, they feel happy and gain new insights about bullying, feel motivated not to repeat bullying behavior, and try to prevent the onset of bullying behavior together with other students. And with the existence of psychoeducation activities like this, students hope that this activity can be carried out again in the future.

In this psychoeducation, a standard module or Service Implementation Plan (SSP) guideline is needed that can adjust the needs and objectives of the research that will be provided and carried out. In this review, it can be seen that the psychoeducation by (Vestalia et al., 2022) requires a Service Implementation Plan (SOP) guideline so that the interventions provided to respondents remain organized. Also in the research from (Suswati, 2024) which uses three stages in the implementation of its intervention activities.

### CONCLUSION

Based on the results of a review of research related to psychoeducation on the impact of bullying on student mental health from several articles published in national and international journals, it was found that in general psychoeducational actions regarding the impact of bullying through various means and methods can improve the mental health of students who experience mental disorders, because they have been bullied by peers or students who are perpetrators or third parties of bullying behavior. The information presented in this study is highly relevant to the five articles in 2022-2024. The results showed that psychoeducation about the impact of bullying is an intervention or alternative help to increase knowledge about the impact of bullying in improving students' mental health.

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